Transforming Futures:
Why and How Your Institution Should Champion Refugee Education Pathways

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EU-PASSWORLD

Introduction

Post-secondary education has the unique ability to transform lives by cultivating knowledge and skills, and by fostering hope, resilience, and opportunity. It is more than intellectual development or careerp reparation: it is about creating a sense of belonging, unlocking potential, and daring to dream of a brighter future. For refugees, education represents a lifeline: a chance to reclaim their agency and pursue a path where they can contribute meaningfully to their societies and the wider world, wherever they may be.

The core elements of Education Pathways are education, safety, and support. Education Pathways provide refugee students access to international post-secondary education through a safe and regulated means to cross borders and the accompaniment they need to succeed. They offer academic opportunities, reduce reliance on irregular migration and precarious legal statuses, and allow students to rebuild their lives in stable and secure conditions.

Education Pathways embody a moral imperative of education as a human right and are a tool for enhancing equity, diversity and inclusion. They are also an innovative way for post-secondary institutions to uphold their social mission of global citizenship. By participating in Education Pathways, universities and colleges around the world have the power to increase tertiary education outcomes, benefit from impactful partnerships, and advance responses to displacement irrespective of their proximity to refugee communities.

The need is urgent, and so is the potential for impact. Starting or joining an education pathway program is more achievable than many might think, and campuses of all sizes worldwide are already leading efforts tailored to local contexts.

This booklet provides a roadmap for action, drawing on practical insights to help your institution take its first steps towards creating life-changing opportunities for refugee students in other countries.

Understanding the Term *Refugee* in this Document

For simplicity, the term refugee(s) is used broadly to include individuals who have been forced to flee across borders as a result of, or in order to avoid, the effects of armed conflict, generalized violence, persecution, human rights abuses, natural or man-made disasters, or other crises.

This broader definition also encompasses those who may not meet the strict legal criteria of a refugee under the 1951 Refugee Convention (or who may not have been officially recognized as such by any State or UNHCR), but who are nonetheless forcibly displaced outside of their country of origin or habitual residence, and are in need of international protection.

A Message from the President of University of Galway, Ireland

University of Galway's motivation stems from core values that define our purpose and priorities: respect, excellence, openness, and sustainability. These values, along with our commitment to equality, diversity and inclusion, drive every aspect of our work. Becoming the first higher education institution in the country to pilot an Education Pathway for refugees residing outside Ireland was a natural extension of our designation as a University of Sanctuary and our dedication to supporting refugees, both locally and those from abroad, through access to merit-based scholarships and tailored educational opportunities. Through this initiative, we have not only enabled refugee students to access higher education, but also enriched our campus with their unique talents, perspectives, and determination.

The success of this project is a testament to the power of collaboration and open communication between diverse stakeholders. From the outset, our multidisciplinary team worked closely with local organisations such as Nasc, UNHCR Ireland, the community sponsorship group 'Pobal na Gaillimhe', and Aerogen from the private sector to ensure a smooth and supportive transition to Ireland and to create an environment where students could thrive. Academic and peer mentorship, on-campus accommodation, community-building activities, and work placements were central to ensuring students felt supported academically, socially, professionally and personally during their time at University of Galway. Small gestures—celebrating birthdays, graduations, or simply sharing a coffee—helped foster a sense of belonging that extended far beyond the classroom.

We recognise the sacrifice students have made in leaving their families to study in Galway. Their contributions, hard work, ambition, and achievements—academically and professionally—are deeply valued. It has been inspiring to see students excel in their studies, serve as class representatives, and step into leadership roles. Their achievements have resonated throughout our institution and acted as a beacon for others, fostering a renewed sense of purpose and community among staff and students alike.

The conferral of master's degrees to our first cohort in November 2024 was a poignant and proud moment, made even more special by the presence of our partners, who have been integral to this journey. What's more, these graduates are now employed full-time in Ireland, a testament to their resilience and the opportunities that the new Education Pathway provided.

Participating in this programme has enriched our campus in profound and unexpected ways. Refugee students bring invaluable perspectives from diverse backgrounds that broaden our understanding and deepen our collective empathy. This initiative has been integrated into our College of Science and Engineering's Equality, Diversity and Inclusion Action Plan, and embraced wholeheartedly by students, staff, and the Galway community, ensuring its sustainability and alignment with our broader institutional goals.

Our commitment extends beyond supporting new students to join our campus each year. We have worked with University College Dublin, University College Cork, and four other universities to expand opportunities for refugees in Ireland. We also have partnered with numerous institutions abroad.

It's heartening to see how the University has become a more inclusive and globally engaged community. For any institution considering such an initiative, I can say with confidence that the rewards far outweigh the challenges. Supporting refugee students is not just about education — it's about transforming lives, strengthening communities, and creating a ripple effect that contributes to building a more equitable and inclusive world. I encourage other universities to embrace this opportunity and join us in advancing this crucial work.

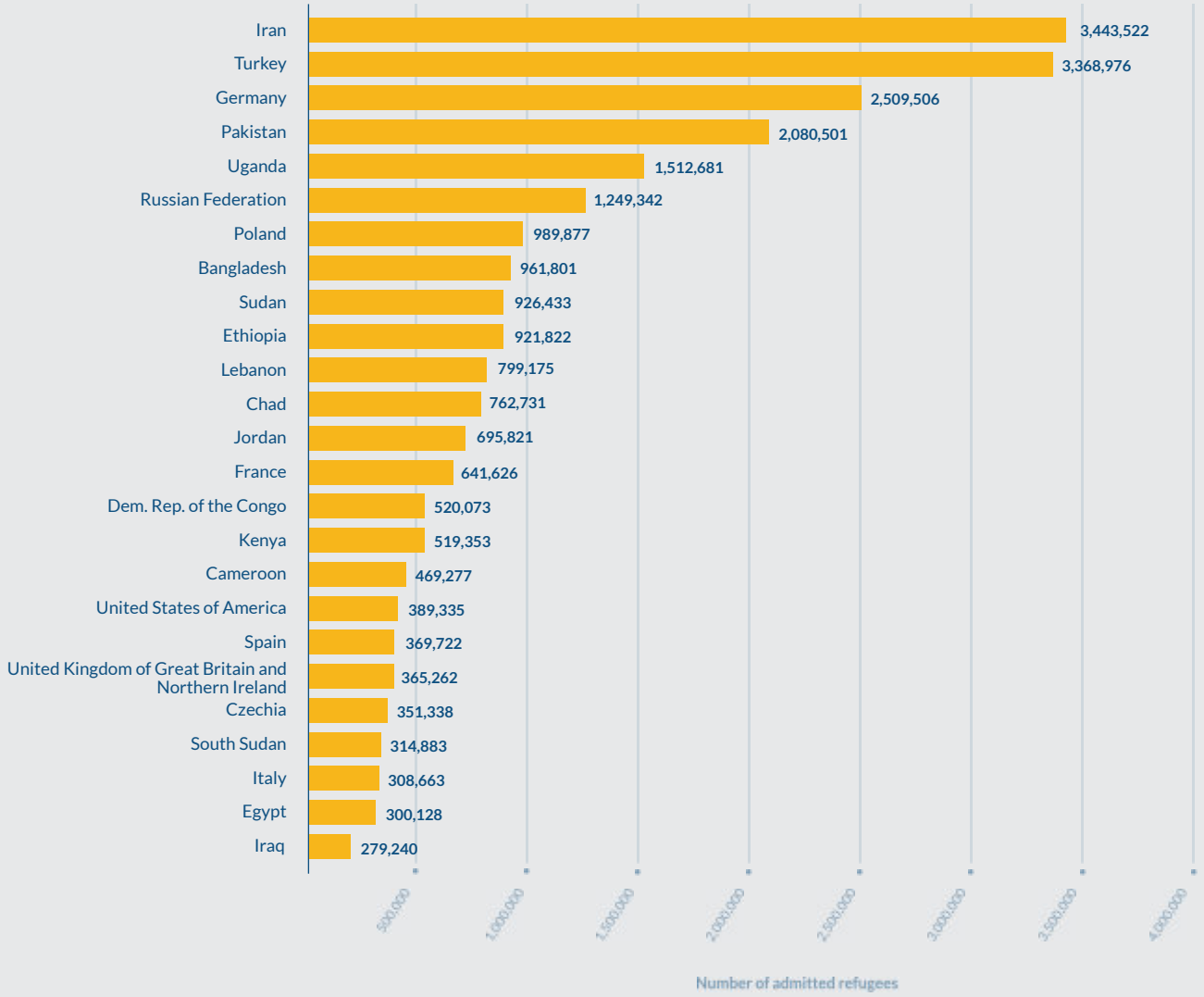
Professor Peter McHugh
(Interim) President, University of Galway, Ireland

What is the challenge?

Today, more than 120 million people are forcibly displaced.[1] Prolonged conflicts in all regions, exacerbated by natural disasters and the escalating impacts of climate change, are forcing people to flee their homes and seek safety across borders.

The average duration of displacement now exceeds 20 years,[2] leaving many unable to return home while they struggle to integrate locally. Over 70 percent of refugees reside in low- and middle-income countries,[3] where access to basic rights, including education, is severely limited. Refugees also face dwindling opportunities for resettlement in another country.[4] Faced with these odds, each year hundreds of thousands of displaced people refuse to spend the rest of their life in limbo and risk everything in pursuit of a brighter future abroad

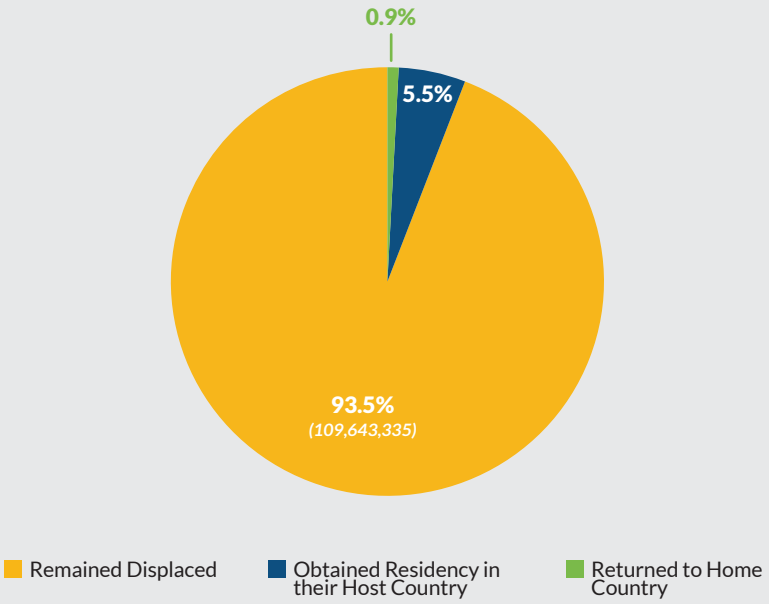
Ranking of the Largest Refugee-Hosting Countries in 2023



Source: See link

In 2023, four million refugees were between the ages of 18 and 25.[5] Many of them were born, raised, and came of age in displacement. The barriers they face in accessing post-secondary education are varied, ranging from limited financial resources, high tuition fees for international students, and lack of documentation, to restrictive policies and the need to prioritize survival over education.

Global Solutions for Displaced People in 2023



Source: Own elaboration based on UNHCR 2023 Global Trends Report (see link)

Barriers to Post-Secondary Education for Refugees

Pressure to **contribute to household finances** instead of secondary or tertiary education

Barriers compounding those already present at primary and secondary levels that disproportionately impact **youth with disabilities**

Low number of higher education **institutions**

Limited fully or partially **financed opportunities**

Long distance to campus and/or **movement restrictions**

Limited **financial stability** for families to fund higher education

Refugee students required to pay **higher international student rates**

Lack of **academic certification** required for admission

Lack of **reliable power and connectivity** for connected higher education programming

Low number of students, particularly girls, graduating **from secondary school**

Barriers that disproportionately affect **female refugee** enrolment

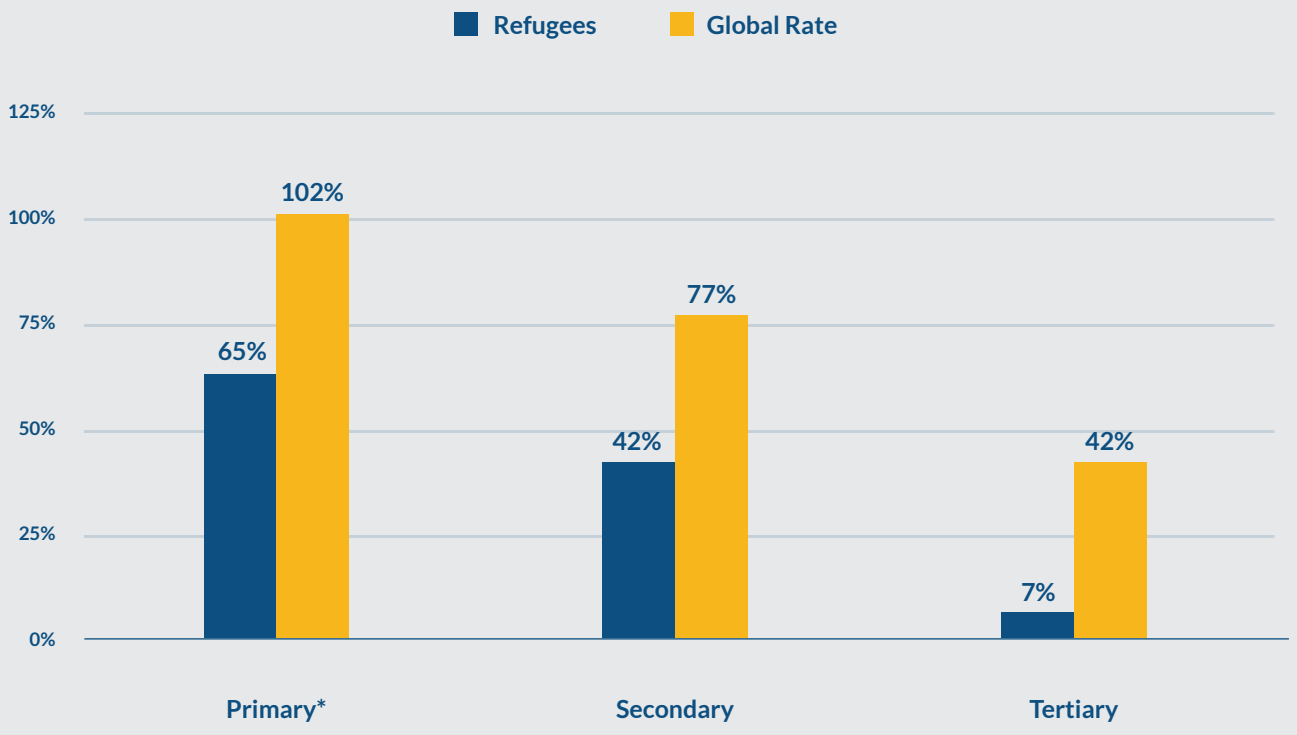
Source: See link

The implications of these barriers are far-reaching. Refugees see their talent get wasted and their potential go unrealized, while host and origin countries miss out on the incalculable economic, social, and cultural wealth these young people could create.

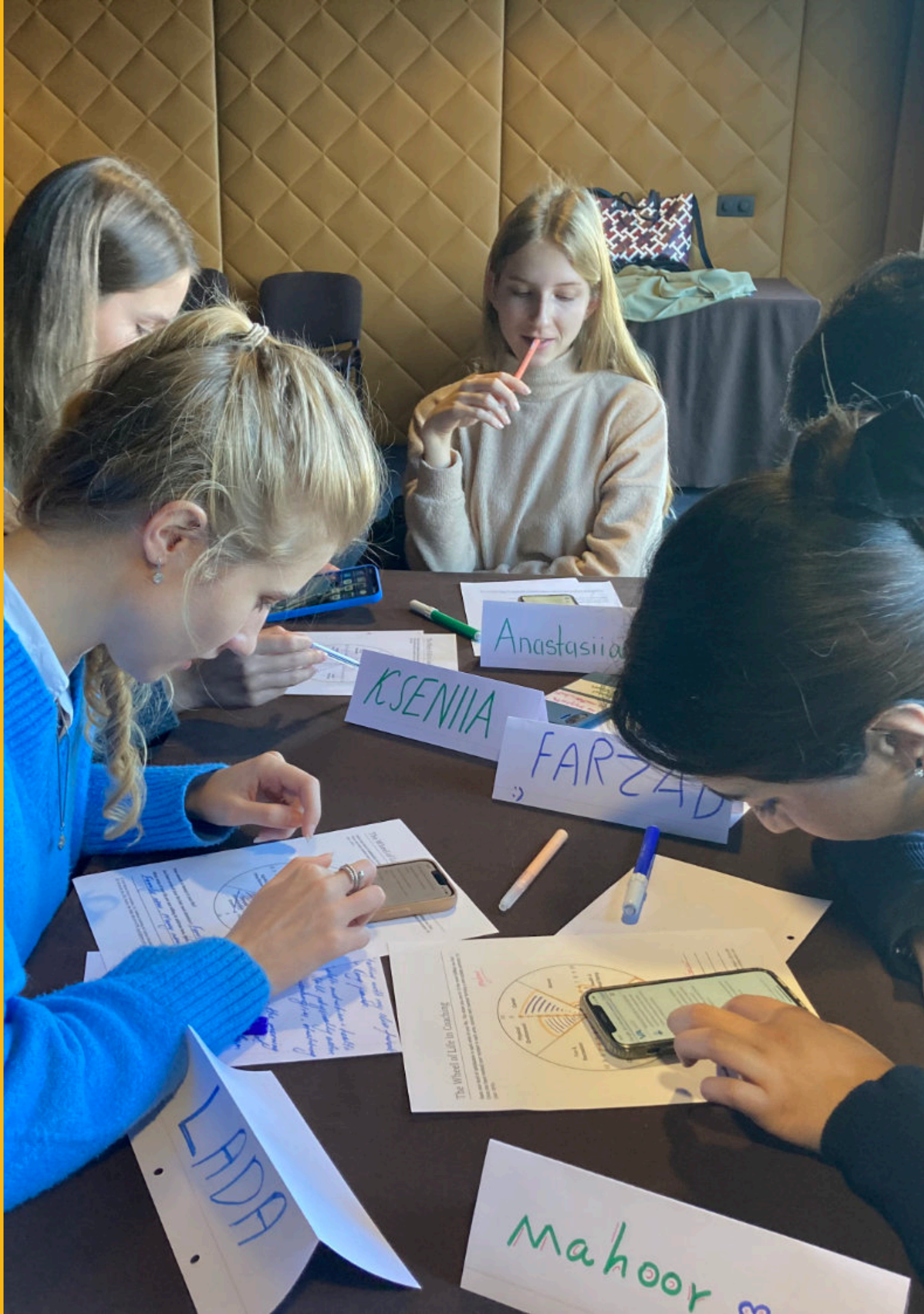
Without access to education or employment upon graduation, many refugee youth and their families are disincentivized from completing secondary school, perpetuating cycles of poverty and exclusion.

Improving access to primary and secondary education has long been the priority of humanitarian actors and donors. However, progress towards improving post-secondary education outcomes for refugees remains slow. During the 2022 - 2023 academic year, approximately 65 percent of refugee children were enrolled in primary education, 42 percent in secondary school, and just 7 percent in higher education, a glaring contrast to the global average of 42 percent.[6]

Comparison of Refugee Enrollment Rates by School Level for Refugees vs. Non-Refugees Globally



** The GER can be higher than 100% for a number of reasons, including: early or late school entry, grade repetition, and including over-aged and under-aged students*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What is the solution?

> ***We perceive education not only as a powerful tool by which economically and socially marginalized individuals can lift themselves out of poverty, but as an act of hope, one that calls for cooperation in turning a barren and a paralyzing indifference into another way of thinking that recognizes our interdependence.***
>
> President Rev. Fr. Raymann Catindig, Columban College Inc., Philippines[7]

Over the past decade, access to post-secondary education for young refugees has received growing attention as a critical avenue for advancing individual aspirations and fostering long-term solutions in host countries.

In 2015, the world came together to adopt the 2030 Agenda for Sustainable Development, an ambitious universal call to action that underscores the importance of education. Sustainable Development Goal (SDG) 4 commits to inclusive and equitable quality education and lifelong learning opportunities for all,[8] specifically highlighting the goal of ensuring all women and men have equal access to "affordable and quality technical, vocational, and tertiary education" by 2030.[9]

Since then, countless public and private stakeholders have partnered to integrate refugee learners at all levels of national education systems. The global community has also joined forces to increase access to learning opportunities for refugee youth.[10]

Post-secondary institutions are essential to this collective effort. A notable example of this is the *15by30 Target*, which aims to achieve 15 percent enrollment of refugee youth in tertiary education by 2030. The 15by30 Roadmap[11] outlines five key pillars for expanding access to post-secondary education, with one core strategy focusing on creating Education Pathways to third countries. Thanks to this initiative, refugee enrollment in higher education has risen from just 1 percent in 2019 to 7 percent in 2023.[12] Yet much remains to be done.

What are Education Pathways?

Education Pathways are designed to facilitate the safe and authorized movement of refugee students from the country where they first sought protection (the country of first asylum) to another country (a third country) for the purpose of pursuing post-secondary education, offering accompaniment to students at every step of the way.

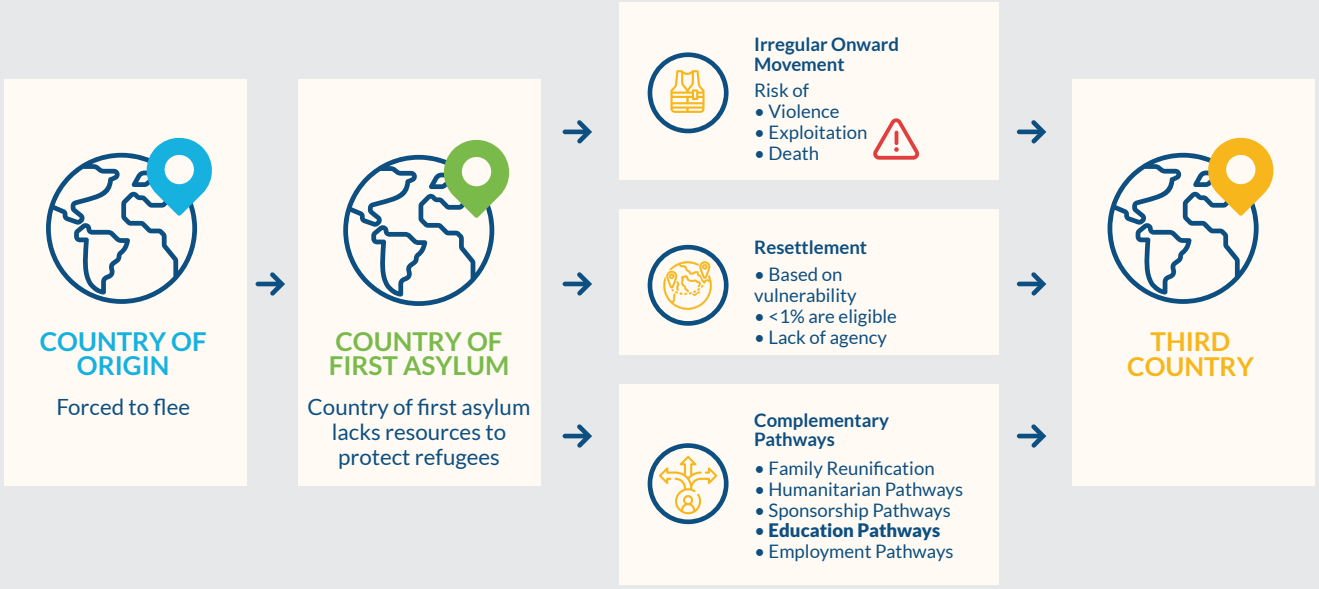
While humanitarian programs like resettlement are generally based on acute protection needs, Education Pathways take into account refugees' academic merit and relevant qualifications, empowering them to use their knowledge and skills.[13] Refugees can access most of these pathways autonomously through an equitable and transparent application process, using information that is publicly available.

Education Pathway programs typically use mainstream migration channels such as international student visas, complementing traditional humanitarian solutions and offering a promising alternative to irregular migration, where refugees risk violence, exploitation, death, or forced return to their country of origin.

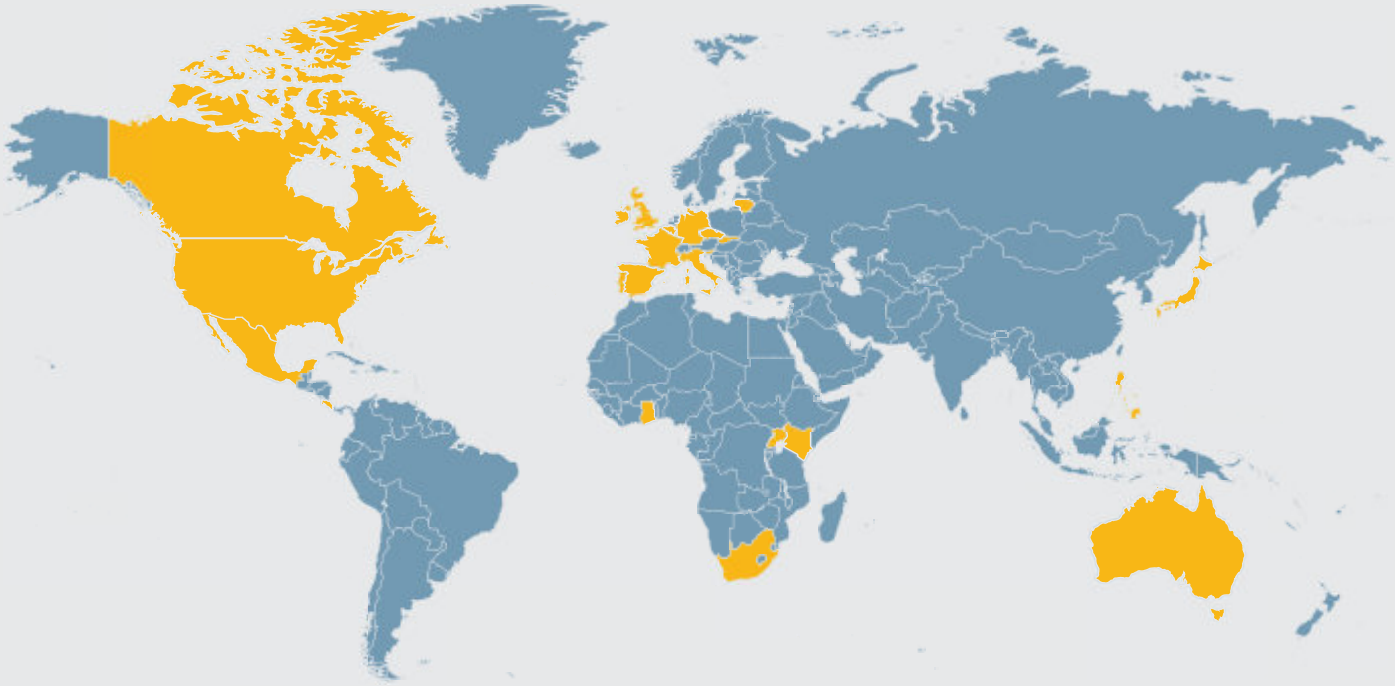
Unlike short-term study abroad opportunities or standalone scholarships, Education Pathways offer clear options after graduation that lead to a long-term solution to forced displacement and meet the protection needs of refugee students.[14]

Most Education Pathways are built through collaborative, multi-stakeholder partnerships involving post-secondary education institutions, civil society actors, international organizations, and governments.

Refugees' Pathways to Protection



Countries of Destination of Education Pathways



Australia, Belgium, Canada, Costa Rica, Czechia, France, Germany, Ghana, Italy, Ireland, Japan, Kenya, Lithuania, Mexico, Portugal, Philippines, Slovakia, Slovenia, South Africa, Spain, Uganda, United Kingdom, USA

One of the most groundbreaking features of Education Pathways is that they enable top performing and highly motivated refugee students to be defined by their talent, potential and aspirations, rather than their needs and vulnerabilities or by the circumstances of their displacement.

My institution is already doing a lot for migrant and displaced students who are already in the country. How are Education Pathways different?

Education Pathways…

- **Ensure safety, legality and accompaniment:** Education Pathways provide safe and regular channels for displaced students to pursue post-secondary education in another country without having to risk their lives, offering legal entry and stay as well as support before departure, during travel, and after arrival.
- **Address global refugee protection needs through international cooperation:** These pathways proactively address forced displacement by creating opportunities for refugees to secure a stable future through education, also showing solidarity with countries with large refugee populations.
- **Increase life-long opportunities and agency:** Graduates of Education Pathways often gain access to more durable legal statuses that allow them to explore opportunities globally, whether they choose to remain in the host country, return home, or build a life elsewhere. In contrast, refugees without such status face restricted mobility and limited options after graduation.
- **Inspire broader action for refugee and migrant students:** By galvanizing momentum, resources, and innovative ideas across countries, these pathways complement and enhance ongoing efforts to support migrant and displaced students already residing in the host country. They also provide an opportunity for institutions to demonstrate the benefits of safe and legal pathways nationally and globally, offering proof of concept for welcoming policies and contributing to advocacy efforts for more inclusive approaches to migration and asylum.

The following sections show how your post-secondary institution can play a pivotal role in expanding opportunities for refugee students, transforming frustrated aspirations into fulfilled potential.

Why Should Post-Secondary Education Institutions Engage in Education Pathways?

REASON #1: Education Pathways Fulfill the Core Mission of Service to Society of Post-Secondary Institutions at the Global and Local Levels

Post-secondary education institutions are powerful agents for social transformation that can leverage their unique position to influence decision-makers.[15] By opening their doors to refugee learners and scholars, these institutions affirm their commitment to academic freedom, building knowledge, fostering inclusion, and generating innovative solutions to global challenges. This allows them to live up to their core values and advance their mission to serve local and global communities.[16]

Education is a fundamental human right and central to the social mission of post-secondary institutions. Equal access to quality learning for all is not only transformative for individuals, but is a multiplier that can help catalyze progress across other areas, as acknowledged by the 2030 Agenda for Sustainable Development.[17]

Since 2015, post-secondary institutions have embraced the SDGs as a framework for action and collaboration towards economic, social and environmental sustainability.[18]

With only five years left to achieve the ambitious targets of the SDGs, post-secondary education institutions have both an ethical imperative and a responsibility to act.[19] They are also uniquely positioned to ensure equitable access to post-secondary education for refugee youth, helping to achieve quality education for all as outlined in SDG 4.

Equal access to learning for refugee students can also catalyze progress across multiple SDGs and help address other global challenges, such as reducing inequalities (SDG 10), increasing opportunities to access decent work and contribute to economic growth (SDG 8), and fostering inclusive and peaceful societies (SDG 16).

Moreover, institutions participating in Education Pathways are pioneering the kind of multi-stakeholder approaches that the 2030 Agenda aims to promote (SDG 17).[20] Education Pathways are a perfect example of innovative partnerships that connect the Global North and the Global South and bring together public and private actors. These alliances are showing the transformative power of dialogue among university, industry and society, helping to reimagine the role of post-secondary institutions in the 21st century.

> ***The commitment to defending human rights should inspire academic institutions to take this step — because access to education, a fundamental human right, has the power to transform lives.***
>
> Elisa Gamba, Human Rights Center, University of Padua, Italy

Did You Know?

Offering Education Pathways to refugees is a strategic opportunity for institutions to demonstrate leadership on the global stage.

The **Times Higher Education (THE) Impact Rankings**[21] assess universities worldwide on their social and economic impact, measuring their contributions to the SDGs.

The THE methodology for **SDG 4: Quality Education** explicitly recognizes efforts to support students facing discrimination, including on the basis of immigration status.[22]

Similarly, since 2022, the assessment for **SDG 10: Reduced Inequalities** includes underserved groups such as forcibly displaced persons, refugees, asylum seekers, and stateless individuals.[23]

REASON #2:
Education Pathways Transform Refugee Lives, Communities and Societies

Education Pathways Transform Refugee Lives

Access to post-secondary education is especially transformative for refugee youth because it enables them to rebuild their lives, achieve their potential, and inspire change in their communities. Education provides a renewed sense of purpose, identity, and hope.[24]

A degree significantly improves employment prospects and earning potential, offering a pathway to social inclusion and financial stability. Post-secondary education is also about creating opportunities for refugees to dream of a future where they can fulfill their ambition and utilize their skills.

Post-secondary education fosters critical thinking, self-reliance, and psychological well-being for young refugees who have faced prolonged conflict, poverty, and displacement, helping to avert a lost generation.[25]

> ***Education … gives me the job I have now [and] the freedom and power and mindset to have everything that I have. In a big way.***
>
> ***I feel part of the general community. I am a citizen now. I feel that I belong somewhere. It makes me feel proud. I feel real belonging.***
>
> WUSC Student Refugee Program Beneficiaries, Canada[26]

> ***When they enter higher education institutions, refugees adopt the (additional) identity of student and scholar and benefit from the positive connotations of this identification.***
>
> Martha Ferede, UNESCO[27]

> ***People often said I came to Canada for a better life, but I didn't come here for a better life. I came here to have a life, a basic life. A life where I have opportunity, any chance.***[28]
>
> Rawan, WUSC student at Columbia College, Canada

> ***A new everyday has begun, and the sleeping potential within me is awakening. I feel my life beginning to change. Past anxieties no longer matter. My life is becoming more comfortable, and dreams I had given up on are now clearly in sight. I believe I can contribute something to this world, and that is why I want to continue striving.***
>
> Hisham, Pathways Japan Student, Japan[29]

Education Pathways Benefit Host Societies

Refugee graduates contribute to their host societies as skilled professionals, entrepreneurs, and innovators, filling labor gaps, advancing research, and driving economic growth.[30]

In a global economy where competition for talent is only set to increase and skill shortages are at all-time highs, with a cost estimated at over $1.3 trillion a year, displaced young people are an untapped pool of talent ready to contribute their diverse insights and skill sets to the labour market once they graduate.[31] In turn, their success helps challenge stereotypes, promote inclusive communities, and foster positive narratives about newcomers.[32]

Refugee graduates demonstrate high integration and employment rates. Out of 5,000 refugee university graduates surveyed in 2007, **more than 75% of respondents indicated a salary level above average** in their current employment.[33]

Education Pathways Benefit Countries of Origin and First Asylum

Refugee graduates extend their impact beyond their host countries. Post-secondary education enables refugees to envision and work towards a better future in the countries they come from. Most refugee students and professionals have a strong desire to give back, and many actively support their communities in countries of origin or first asylum.

From York University to Deputy Minister: Mohamud Siraji's Journey

Born in Kismayo, Somalia, Mohamud Abdullahi Siraji fled civil war with his family in the 1990s, seeking refuge in Dadaab, Kenya. For 17 years, he lived in the sprawling camp, where education often took place under trees without chairs or textbooks. His academic determination earned him a rare opportunity to complete high school, paving the way for his acceptance into York University in Canada through the WUSC Student Refugee Program in 2009.

At York, Siraji balanced his studies with multiple jobs to support himself, fund the education of his siblings, and send money back to his family in Dadaab. After graduating in 2014 with a Bachelor of Commerce, he worked as an analyst in Toronto but remained deeply committed to contributing to Somalia's recovery.

In 2018, Siraji returned to Somalia and was elected as a Member of Parliament representing Jubbaland, a region near Dadaab in Kenya. Despite significant risks, including the tragic loss of his brother Abbas, a fellow MP, Siraji dedicated himself to rebuilding Somalia. He has prioritized education reform, leveraging his Canadian connections to secure resources for Somali schools, and he has also championed policies aimed at youth development.

Siraji is now serving as Somalia's Deputy Minister of Foreign Affairs and International Cooperation. He draws on his education, global experience, and strong connections with diaspora communities to support his country's progress and advance Somalia's interests on the international stage. His work focuses on fostering diplomatic relations, promoting development partnerships, and advocating for education and youth as cornerstones of Somalia's rebuilding efforts.[34]

Refugee graduates contribute to peacebuilding and post-conflict recovery by providing remittances that sustain households and local economies, creating NGOs and businesses that advance development targets, and transferring critical knowledge through transnational diaspora networks.

Even when refugees who have benefited from an Education Pathway do not return permanently, their efforts stabilize conflict-affected regions, facilitate reconciliation, and serve as tangible examples of resilience and success to inspire future generations.[35]

In conclusion, Education Pathways allow post-secondary education institutions to unlock the multiplier effect of education to transform individual lives while creating a ripple of positive change across communities and countries.

> ***I always dreamed of returning to my homeland to help rebuild it when the fighting ended. (Studying) gave me hope for a better future. Now my dream has come true. I can finally come back and help rebuild my country with the education I received.***
>
> Moaed Shaban, Student from Syria[36]

> ***I look back and think: Am I creating influence in the people who follow me? My siblings, are they happy? My friends, are they happy? My own community, am I impacting their lives?***
>
> Ongejuk Lolos Sereno, student at University of Pescara, Italy[37]

> ***In 20 years, I see myself being a successful person in life and an inspiration to others. I am going to put a light in darkness because a lot of people back home look up to me…***
> ***When I talk to my parents, I see a smile in their face. That means that I have been successful. They are happy. I am able to help them and provide for them. Having that self-fulfillment in you, that is success.***
>
> Sebastine Akom Abang Ncha, student at University of Galway, Ireland[38]

REASON #3:
Education Pathways Enrich Internationalization and Equity, Diversity, and Inclusion Efforts

Post-secondary institutions are increasingly embracing internationalization strategies that prioritize global engagement both abroad and at home.[39] Campuses in all regions are making greater efforts to expose students to a wide array of viewpoints that will equip them to thrive as global citizens in multicultural societies.[40] Education Pathways offer a powerful means to globalize campuses and advance EDI goals[41] by enhancing the quality of student experiences, creating inclusive campuses and curricula, and diversifying and enriching research.

Education Pathways Enhance the Quality of Student Experiences and Promote Global Citizenship

Refugee students bring unique insights shaped by displacement and resilience that challenge cultural biases and expand understandings of social, political, and economic dynamics. Their presence fosters inclusive classrooms that encourage intercultural dialogue, empathy, and collaboration. These are essential skills for navigating complex global challenges and thriving in multicultural societies. By engaging with different viewpoints, all students are better equipped to develop intercultural competencies, critical thinking, and the adaptability needed to succeed in an increasingly diverse workforce.

> ***Co-designing the education pathway to Belgium has been a transformative process for KU Leuven and made our university more inclusive for all students. The pathway has enabled us to critically assess and enhance our university services. By implementing targeted measures alongside broader inclusivity initiatives, we ensure that our services adapt to diverse needs and create equitable opportunities for all. This approach strengthens our commitment to fostering a community where every student has the support they need to thrive.***
>
> Peter Lievens, Vice-Rector of International Policy and Interculturality

> ***The global perspective brought by (refugee) students fosters a more inclusive and dynamic campus environment. Through shared experiences and cultural exchange, all students gain a deeper understanding of global issues and develop essential skills in empathy, collaboration, and leadership, preparing them to become compassionate global citizens.***
>
> Sharla Reid, Principal and College Director, Fraser International College (FIC), Canada[42]

> ***International students bring undeniable contributions to the university environment, making it more dynamic, open, and multicultural. Refugees add even more fundamental elements to a vibrant university context: advancing the decolonization of universities in the Global North, increasing awareness of global issues, and serving as living examples of resilience and determination.***
>
> Elisa Gamba, Human Rights Center, University of Padua, Italy

> ***I have had the fortune to be part of diverse classrooms, both as an international student and as a professor, and I have seen time and again that they just create groups with a different level of energy. I am convinced that student diversity greatly contributes to a dynamic and motivating learning environment. The combination of varied experiences, as well as cultural and academic backgrounds, fosters rich discussions involving diverse points of view, ultimately leading to improved academic outcomes. That's why I strongly believe that the inclusion of refugee students in higher education can be very positive for universities and colleges.***
>
> Boyan Mihaylov, Associate Professor and Erasmus Coordinator for Civil Engineering, University of Liege, Belgium

Impact of the WUSC Student Refugee Program on Canadian students:

77%

reported improved academic experiences

79%

reported their involvement in the program influenced their identity as global citizens

93%

reported a greater understanding of global issues thanks to their engagement in the program, including:

- → Newcomer settlement and integration
- → Broader global issues
- → Cultures other than their own

Canadian students reported increased awareness of global issues among their networks, including:

- → **82%** friends
- → **72%** family
- → **53%** classmates
- → **47%** coworkers
- → **10%** faith groups[43]

Education Pathways Create Inclusive Campuses and Curricula

Beyond enriching student experiences, Education Pathways can help identify inclusion gaps and inspire institutions to adapt their policies and pedagogical approaches to meet the needs of learners with diverse backgrounds. This can include introducing alternative language assessments,[44] new strategies for recognizing divergent academic qualifications, or improved campus services such as housing, funding, mentorship, and psychosocial support.[45] These adaptations can strengthen services for all students, contributing to institutional growth and inclusivity.

Education Pathways Diversify and Enrich Research

Education Pathways deepen international research networks and partnerships. Connections forged with institutions and organizations in the Global South to recruit refugee students expand transnational education (TNE) strategies and bring opportunities for exchanges of academic expertise and know-how.

Once on campus, refugee students can help identify research priorities and promote innovative, community-led methodologies that make research more impactful. They also draw institutional attention and resources to pressing international issues. Their involvement enhances institutional capacity to influence global policies and practices.

The contribution of refugee students is not limited to their lived experience. Although social or political science refugee scholars are likely to be well placed to conduct innovative research projects focusing on international protection, peace building or development, refugees enrolled in STEM departments will bring original ideas to subjects far removed from forced displacement as a field of enquiry.

> ***Belonging is an underpinning principle and objective of our work. That principle says that there is a place where people from all backgrounds across the globe belong in higher education, and that we fully believe and support that you have the capacity to achieve your potential, given the opportunity and given the right environment and the right community of supports around you on that journey.***
>
> Dr Helen Maher, Vice President for Equality, Diversity and Inclusion, University of Galway, Ireland[46]

Inclusive Curriculum Development at the University of Tuscia, Italy

The Master's Degree in Security and Human Rights at the University of Tuscia (UNITUS) in Viterbo, Italy, is delivered in English and was designed with refugee students selected to study in Italy under the UNICORE program as a key target group. The program was created as part of the university's internationalization strategy, and aligns with the EU Strategy for Universities,[47] UNHCR Italy's Manifesto for an Inclusive University,[48] and the Manifesto on Expanding Refugee Tertiary Education Pathways in Europe.[49]

The Master's curriculum offers multidisciplinary competencies in fields such as migration, border security, privacy, and sustainability. In the second year, students choose between two specializations: one in human mobility, migration, and asylum, designed to equip refugee students with skills relevant to public and private sector careers, and another in environmental studies and data protection.

Teaching methods are designed to maximize the expertise of refugee students while also responding to their specific needs through tailored support from tutors or peer mentors and assistance with legal status issues.

The Degree also connects with local, refugee-centered initiatives, offering research opportunities linked to networks and organizations focused on migration issues. The University collaborates with off-campus partners such as the Jean Monnet Centre of Excellence on the Integration of Migrants in Europe (IntoME), the CoSME project on community sponsorship, and the UNITUS4Refugees network. These partnerships foster mutually beneficial relationships where the program supports local organizations while offering all students practical opportunities to engage with impactful initiatives.

REASON #4:
Education Pathways Foster Multi-Stakeholder Partnerships and Collaboration at Local, National, and Global Levels

Education Pathways bring together diverse stakeholders to promote collaboration across campuses and beyond. While education pathway programs are sometimes started from the commitment of a single faculty, staff or student champion, establishing and sustaining these programs requires a whole-of-campus effort, engaging teams in charge of admissions, international students, campus life, housing, careers, resource mobilization or alumni relationships.

This all-hands-on-deck approach drives innovative ways of working together, strengthens institutional cohesion, and inspires post-secondary education communities to mobilize and create success stories that resonate locally and globally.

Education Pathways represent novel opportunities to attract new donors, diversify funding sources, and establish long-term partnerships with private sector actors. These pathways also enable post-secondary education institutions to forge connections with valuable partners who might not typically be part of their networks.

At the municipal level, supporting refugee students encourages deeper collaboration with civil society organizations, public services, local communities and individual citizens and volunteers. These actors can provide critical expertise and resources, such as legal advice, language learning, access to healthcare, psychosocial support, and housing solutions.

The act of welcoming refugees serves to cultivate community awareness about refugee education and inclusion, create meaningful personal and social linkages, and promote intercultural dialogue within surrounding communities.[50] Post-secondary institutions have the potential to leverage their role as influential leaders and innovative actors within their communities, inspiring others to take action.

At the global level, engaging in Education Pathways elevates the international profiles of institutions by connecting them with influential networks of universities, international organizations, governments, and philanthropic actors. These alliances offer a rare opportunity to expand the breadth and depth of their international footprint and visibility.[51]

> ***Through our active participation in the Education Pathways community of practice, we have collaborated with new partners and contributed to dialogues across Europe, Japan, and the United States. These forums have connected us to an international network of institutions, allowing us to share our experiences, develop research collaborations with universities as far as Australia, and shape global policies to advance accessible education for all. At the 2023 Global Refugee Forum, we also pledged to support other Irish institutions to create similar pathways.***
>
> Professor Peter McHugh, (Interim) President, University of Galway, Ireland

Community Support at the Heart of UNICORE: Welcoming Displaced Students in Italy

Since 2019, more than 230 students have been welcomed by universities and local communities across Italy thanks to UNICORE. Multi-stakeholder partnerships are in the DNA of this program, from the national to the local level. Each participating university creates a local alliance, bringing together public and private actors to deliver a wide range of services for displaced students.

Local partnerships are managed by a protocol detailing who commits to offer what support and make which contributions. The university typically provides a scholarship, as well as other services. These vary from university to university and aim at setting students up for success.

Local organizations typically fund public transportation; cover the administrative fees to apply for a residence permit, access healthcare and open a bank account; offer the students SIM cards, laptops and pocket money; and deliver psychosocial support.

CSO partners also contribute human resources (for instance, social workers accompany the students and facilitate their integration), while community volunteers offer their time as a 'supportive family' to ensure that students feel welcome and at home. This can include showing students around the city; practicing Italian; organizing social activities; or offering mentorship, advice and friendship throughout the year.

> ***My Italian sponsor family has been a cornerstone in my integration into Italian society and culture. They not only supported me in learning Italian, but also provided invaluable opportunities to practice conversation during our meetings, which was crucial to achieving my current language proficiency. Beyond language, they have been a resting anchor, helping me navigate challenges beyond my capacity and offering guidance on legal and bureaucratic matters. Their welcoming and caring family, full of love, makes me feel at home. Their understanding and support in resolving cultural clashes made my adaptation smoother, and they remain the closest people with whom I share my life.***
>
> Yohannes Sisay Molla, UNICORE alumnus, University of Bologna

> ***Local community volunteers open doors and opportunities that otherwise would remain closed for refugee students.***
>
> Lukas Kestens, Caritas International Belgium[52]

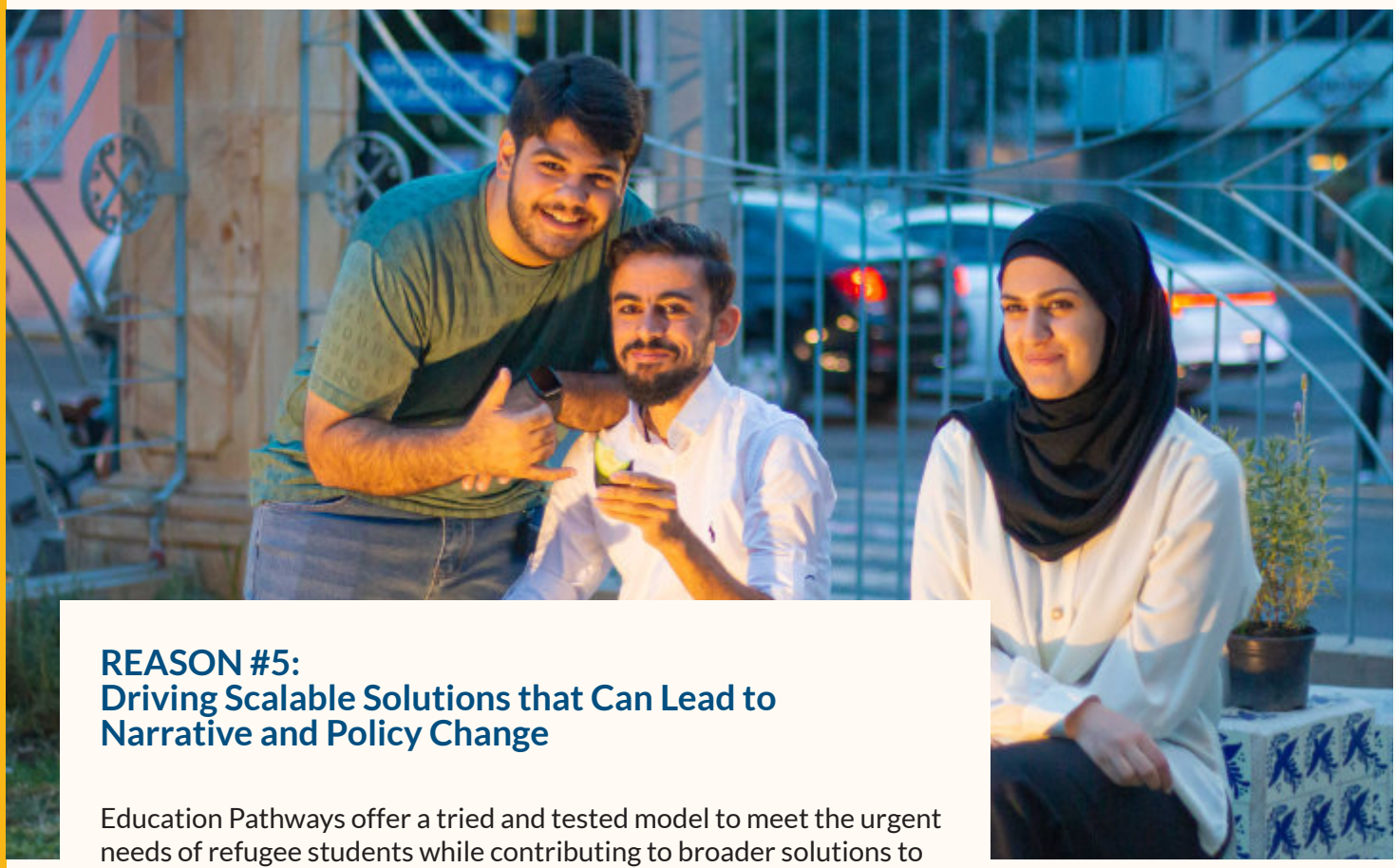
> ***Having that first family that show you everything you need to know.... That was my foundation. I had a family that loved me... [and] helped me to get into the bigger Canadian setting.***
>
> WUSC Student Refugee Program Beneficiary, Canada[53]

King's College London – A Multi-Stakeholder Approach to Education Pathways

In partnership with Citizens UK, the Home Office, and UNHCR, King's College London (KCL) became the first university accredited as a Community Sponsor under the UK Refugee Community Sponsorship Scheme.[54] Through this initiative, the campus resettled a refugee student and their family initially displaced from Syria to Lebanon in December 2021.

KCL faculty, students, staff, and community members support displaced students through a whole-of-campus approach. Initiatives are very diverse and include volunteer language exchanges; legal and medical clinics; mentorship and retraining programs for displaced medics; or fundraising efforts to provide scholarships and build schools for refugee children in first-asylum countries.

As a result, everyone at KCL is involved in different ways, making a difference where they can.[55]



REASON #5:
Driving Scalable Solutions that Can Lead to Narrative and Policy Change

Education Pathways offer a tried and tested model to meet the urgent needs of refugee students while contributing to broader solutions to forced displacement. Comparatively, pathways that leverage the skills of refugees are cost-effective, scalable, and adaptable to any context. They are not only achievable, but already being successfully implemented by institutions worldwide.

At the same time, Education Pathways offer a powerful proof of concept for building more inclusive and welcoming migration, asylum and integration policies. Post-secondary education institutions that engage in these initiatives serve as laboratories of innovation that generate evidence on the tangible benefits of greater access to safe and legal pathways and the transformative impact of inclusion.

By demonstrating how alternative pathways to protection and opportunity can be successfully implemented and expanded, post-secondary institutions can inform broader public narrative and policy change. This can be done through grassroots outreach, academic research, or direct engagement with policymakers.

The hundreds of post-secondary institutions who are already participating in Education Pathways represent only a small fraction of the nearly 90,000 post-secondary institutions that exist today worldwide.[56] The potential for impact is immense. For example, if every institution embraced a simple commitment of "each one take one,"[57] Education Pathways could double the total number of resettlement opportunities that are currently available to refugees.

Offering education pathway opportunities to refugees is not dependent upon the presence of a national program: universities and colleges can create opportunities today by working within existing legal frameworks. The global post-secondary education community has a unique capacity to scale current models and inspire others to take action.

The success of Education Pathways lies in their flexibility and multi-stakeholder nature. These programs leverage the unique services, expertise, and resources already present on campuses that other actors often do not have at their disposal. They can be replicated across all campuses in any given country and in new national contexts.

Education Pathways also provide a foundation for broader community engagement, where institutions can work with experienced local partners and communities to build programs tailored to the diverse talents and aspirations of refugees. Through sports, music, employment or other specialized initiatives, Education Pathways can evolve and grow to reflect the strengths and potential that refugees bring, changing individual mindsets and public discourses about who refugees are, what they want, and what they can do.

From Mexican Pilot to Policy Transformation and Regional Expansion

In 2014, the Habesha Project was launched in Mexico as a small, temporary pilot program to provide higher education opportunities for Syrian refugees in 26 campuses across the country. Initially targeting 30 students, the program reflected a bold recognition of Mexico's potential to play a non-traditional leadership role in responding to the Syrian crisis.

The project's architects adopted a collaborative approach to build trust with policymakers. Early in the pilot, a few government champions became advocates for the program. These relationships, combined with the project's tangible impact, catalyzed broader interest and legitimacy.

The arrival of the first student marked a turning point. Government stakeholders recognized the initiative's success and its potential for nationwide scale. Mexico's participation in the Global Refugee Forum in 2019 further solidified this commitment, with the government pledging publicly to expand access to higher education for 100 refugees and to collaborate with UNHCR and civil society partners to improve access to study visas and asylum processes for refugee students.

By 2023, the initiative had been consolidated thanks to formal policy mechanisms, including an operational manual and an agreement involving the implementing organizations of the Habesha Project, different ministries, and UNHCR.

These developments have inspired Mexico to share its experience with other countries, fostering regional cooperation on education and labour pathways across Latin America. This underscores how post-secondary institutions can influence national policies across borders and create impact beyond individual campuses.

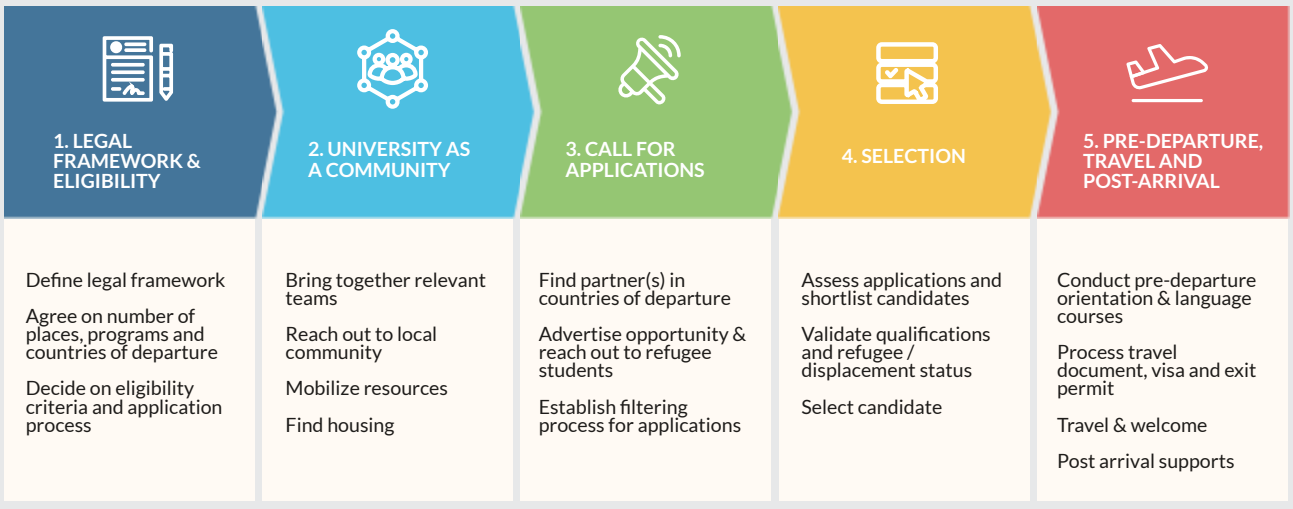
How Do Education Pathways Work and What Can my Institution Do?

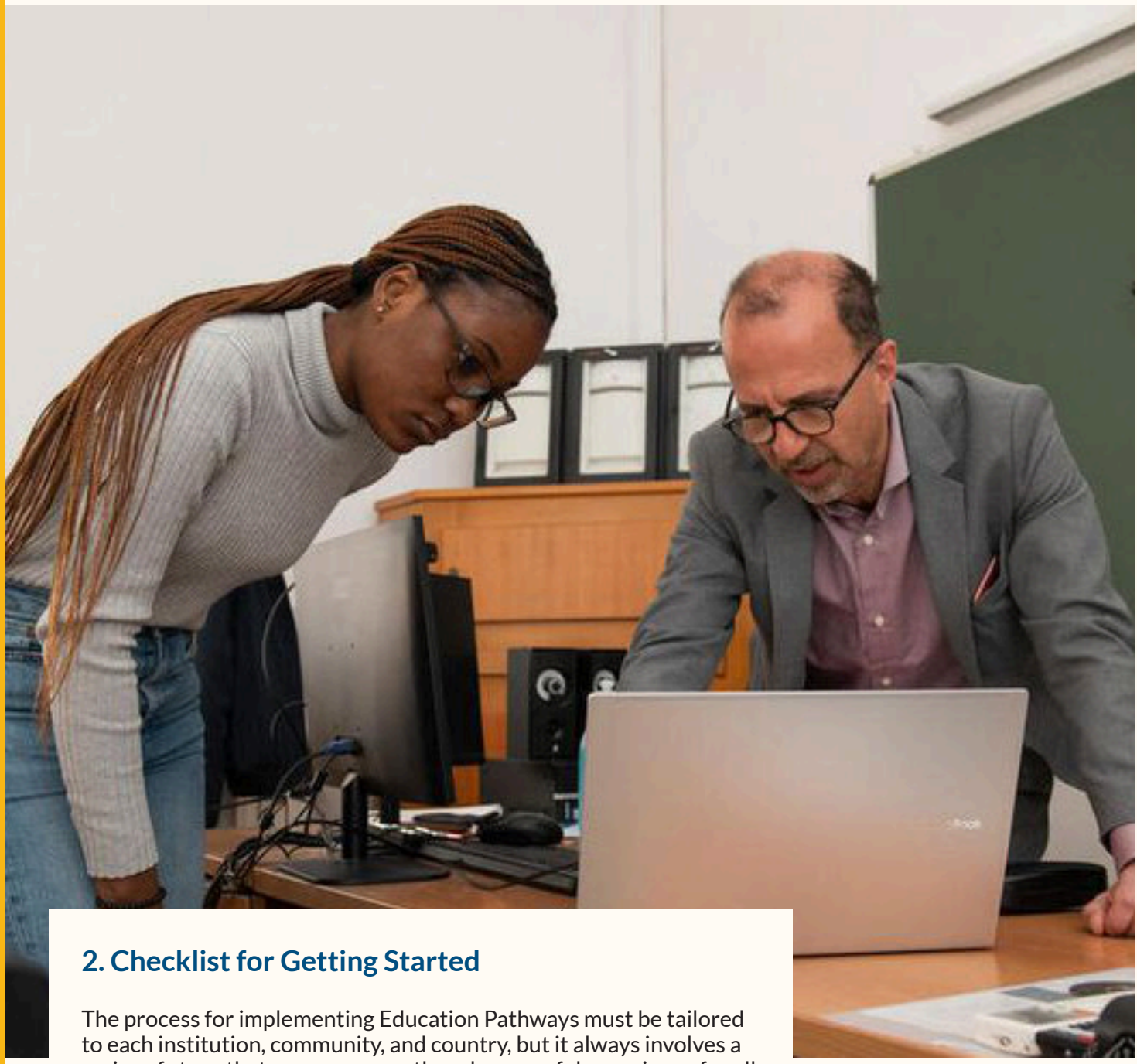
1. Key Steps for Implementation

The process for implementing Education Pathways must be tailored to each institution, community, and country, but it always involves a series of steps that ensure a smooth and successful experience for all actors involved. The sequence and implementation of each phase will vary depending on the legal, institutional, and local context.

Building a coalition within the institution and securing senior leadership buy-in are foundational steps that underpin the sustainability and success of any Education Pathway. These efforts help align the initiative with institutional priorities, mobilize resources, and create a culture of inclusion.

Education Pathway Design Step-by-Step


1. LEGAL FRAMEWORK & ELIGIBILITY
Define legal framework
Agree on number of places, programs and countries of departure
Decide on eligibility criteria and application process
2. UNIVERSITY AS A COMMUNITY
Bring together relevant teams
Reach out to local community
Mobilize resources
Find housing
3. CALL FOR APPLICATIONS
Find partner(s) in countries of departure
Advertise opportunity & reach out to refugee students
Establish filtering process for applications
4. SELECTION
Assess applications and shortlist candidates
Validate qualifications and refugee / displacement status
Select candidate
5. PRE-DEPARTURE, TRAVEL AND POST-ARRIVAL
Conduct pre-departure orientation & language courses
Process travel document, visa and exit permit
Travel & welcome
Post arrival supports



2. Checklist for Getting Started

The process for implementing Education Pathways must be tailored to each institution, community, and country, but it always involves a series of steps that ensure a smooth and successful experience for all actors involved. The sequence and implementation of each phase will vary depending on the legal, institutional, and local context.

Building a coalition within the institution and securing senior leadership buy-in are foundational steps that underpin the sustainability and success of any Education Pathway. These efforts help align the initiative with institutional priorities, mobilize resources, and create a culture of inclusion.

Designing and piloting Education Pathways is easy thanks to strategic planning and multi-stakeholder collaboration. Here are some practical tips to help your institution take action. What step comes first will depend on the unique characteristics of each campus and which pieces of the program are already in place.

- **Generate Buy-In:** Emphasize the five arguments why your institution should engage in Education Pathways as articulated in this booklet, placing particular emphasis on institutional visibility; access to a unique international network of diverse partners; and alignment with SDG commitments, existing internationalization agendas, and EDI goals. Education Pathways can help position any post-secondary institution as a leader and innovator, and being a trailblazer at the national and global level is generally an appealing incentive to management.
- **Engage the Campus & Community:** Reach out to faculty, students, staff, alumni, local actors and corporate partners to build broad-based support. Encourage in-kind contributions, such as internships, career advice, or volunteering to accompany and support Education Pathway beneficiaries.
- **Build your Coalition:** Encourage campus-wide involvement by establishing a small working group early on. Include representatives from academic and professional services, as well as students. Engaging the student union is also a good idea.
- **Appoint a Focal Point:** Designate a central coordinator to serve as the liaison with external organizations managing the education pathway. This ensures clear communication, alignment of efforts, and efficient program management.
- **Draft a Budget:** Most Education Pathways have diversified funding models that combine public financing with university resources and support from private philanthropies and local actors. In general, once a pilot proves successful, new funding sources open up and program management and coordination costs can be pooled among several institutions. You should thus consider different options and analyze how you can leverage diverse funding sources, including university resources, public financing, and support from private donors, alumni and companies. Leverage in-kind donations and explore waiving costs such as application fees, tuition, and accommodation. For insights into innovative financing options for Education Pathways like corporate sponsorship and loan-based models, check out this report.[58]
- **Collaborate with Admissions:** Identify specific academic programs that can best accommodate Education Pathway students, ensuring alignment with institutional capabilities and student priorities, in particular language skills and employment prospects in the national labour market.
- **Take Stock of Institutional Institutional Assets:** Map existing services for international students in your institution (counseling, language support, career services) that can be leveraged to accompany Education Pathway students effectively.
- **Leverage Local Expertise:** Partner with municipal actors and local civil society organizations experienced in supporting migrants and refugees. These stakeholders can provide valuable guidance and community engagement to address the specific needs of refugee students, even before they arrive to your campus.
- **Focus on Long-Term Success:** Set refugee students up for sustainable success and plan for post-graduation from the outset. This should include linking the Education Pathway with internship and career opportunities, identifying mentoring and networking initiatives, and engaging industry partners and other potential employers. Language skills and access to housing, legal advice and psychosocial support are a key precondition for labour market integration.

3. Pathways in Action: Examples and Models

Diverse models of Education Pathways are currently being employed around the world. Each of them can provide inspiration and offers something to learn from.

The examples featured below are Education Pathways that involve more than one participating campus and that have demonstrated sustained engagement and commitment from participating institutions and other stakeholders.

While the focus of this far from comprehensive overview is on multi-campus programs, it is important to acknowledge the broader contributions of individual governments and universities around the world that also offer scholarships and support for refugee students. Examples include Germany's Leadership for Syria and Leadership for Africa programs, Japan International Christian University Foundation's Syrian Scholars Initiative (2018–2022), LCC International University's Middle East Scholars Programme, EARTH University in Costa Rica, University of Barcelona, University of Manchester, Luiss University, and ESMT Berlin, amongst others. The engagement of these institutions, along with others globally, is reflected in the map of countries on page 11.

Refugee Student Settlement Pathway (RSSP)[59]

Country of implementation: Australia

Year established: 2024

# of new students welcomed each year: 20 students projected for 2025

# of participating campuses: 15 universities currently make up the Australian Refugee Welcome University Sponsorship Consortium

Level of study: TAFE, undergraduate, graduate

Countries of origin of students: Afghanistan, Myanmar/Burma, Somalia, Sudan, Syria (TBC)

Asylum countries of students: India, Malaysia, Thailand

Legal pathway employed: Permanent Humanitarian Visa

Unique features:

- → Builds on Australia's existing complementary pathways, including the Community Refugee Settlement and Integration Pilot (CRISP) and the Skilled Refugee Labour Mobility Pilot[60]
- → It is accessible to students who have missing or incomplete academic documentation
- → Includes 4 months of academic preparation upon arrival

Education Pathway to Belgium[61]

Country of implementation: Belgium

Year established: 2023

# of new students welcomed each year: 50 by 2026

# of participating campuses as of 2025: 5

Level of study: Graduate

Countries of origin of students: Democratic Republic of the Congo, South Sudan, Syria

Asylum countries of students: Burundi, Egypt, Uganda

Legal pathway employed: Students are issued a humanitarian visa for study reason and apply for international protection once in Belgium

Unique features:

- → Students are supported by community volunteers thanks to a sponsorship program led by Caritas International Belgium
- → A Community of Practice has been established for participating and interested post-secondary institutions across Belgium to share good practices and advice about the Education Pathway
- → The program offers unique opportunities for French-speaking refugee students

Impact:

- → 10 students welcomed by 2 institutions since 2023, with 3 additional campuses engaged to participate in 2025
- → Refugee status ensures sustainability for students and a path to Belgian citizenship after 5 years. More information about the policy design of the pathway can be found in this policy brief[62]

World University Service of Canada (WUSC)'s Student Refugee Program[63]

Country of implementation: Canada

Year established: 1978

# of new students welcomed each year: 130-150

# of participating campuses: 100+

Level of study: Technical and vocational schools and undergraduate

Countries of origin of students: Over 39 countries

Asylum countries of students: Jordan, Kenya, Uganda

Legal pathway employed: Canada's Private Sponsorship of Refugees Program

Unique features:

- Youth-led model in which post-secondary students across Canadian campuses support their refugee peers
- Collaborative funding, including a combination of campus-based student levies ranging from $1 to $20 per student per year, as well as tuition, accommodation, and meal plan waivers

Impact:

- Nearly 2500 students supported
- 92% of students graduate and 85% secure jobs in their chosen fields[64]

UNIV'R[65]

Country of implementation: France

Year established: 2021

# of new students welcomed each year: 15-20

# of participating campuses: 22

Level of study: Graduate

Countries of origin of students: Countries in Sub-Saharan Africa and Afghanistan

Asylum countries of students: Countries in Africa and Central Asia

Legal pathway employed: Student visa

Unique features:

- The pathway is run by UNHCR and the Agence Universitaire de la Francophonie (AUF), with the support of the Migrants in Higher Education (MEnS) Network
- Financial support is provided by France's Ministry of Higher Education (co-financing of the scholarship, tuition fee waivers) and the Ministry of Foreign Affairs (visa, travel, and complementary health insurance)
- The program offers unique opportunities for French-speaking refugee students

Education Pathway to Ireland[66]

Country of implementation: Ireland

Year established: 2023

# of new students welcomed each year: 2 (2023) 5 (2024)

# of participating campuses: 1 (2023) 3 (2024)

Level of study: Graduate

Countries of origin of students: Cameroon, Democratic Republic of the Congo, Eritrea, South Sudan, Sudan

Asylum countries of students: Nigeria, Uganda

Legal pathway employed: Stamp 1 Immigration Permission without need for employment permit. Beneficiaries can study and work at the same time, and this is a more durable status than student visa (e.g. from the moment of arrival, time spent in the country is reckonable towards citizenship)

Unique features:

- Students are supported by volunteers thanks to a community sponsorship program led by Nasc, the Migrant and Refugee Rights Centre
- Legal framework and status allow students access into the Irish labour market

Impact:

- The first students successfully graduated in November 2024 and are already employed at transnational companies
- In only 2 years, the pathway has gathered considerable momentum thanks to the leadership of the University of Galway, UNHCR Ireland and Nasc
- Strong partnerships with the private sector have been developed

University Corridors for Refugees (UNICORE)[67]

Country of implementation: Italy

Year established: 2019

# of new students welcomed each year: 63 (as of 2024)

# of participating campuses: 42 (as of 2024)

Level of study: Graduate

Countries of origin of students: Angola, Burundi, Cameroon, Central African Republic, Congo, Democratic Republic of the Congo, Eritrea, Ethiopia, Nigeria, Rwanda, Somalia, South Sudan, Sudan and Syria

Asylum countries of students: Kenya, Mozambique, Niger, Nigeria, South Africa, Tanzania, Uganda, Zambia and Zimbabwe

Legal pathway employed: Student visa

Unique features:

- Stable national coordination structures, innovative multi-stakeholder partnerships, and strong university leadership have led to rapid growth and consolidation of the program since its inception
- Student applications and countries of departure have also increased substantially since 2019
- Each participating university offers a minimum package of services to students and creates an extensive multi-stakeholder support network at the local level. A protocol defines the roles and responsibilities of each local actor

Impact:

- 235 students have benefitted from the program as of 2024
- The pathway has grown from 1 participating campus welcoming 6 students to 42 universities welcoming 63 students in just 4 years
- UNICORE has inspired universities across Europe to create Education Pathways. Further outcomes are detailed in the program evaluation conducted by the University of Bologna in 2023[68]

Pathways Japan (PJ)[69]

Country of implementation: Japan

Year established: 2021

# of new students welcomed each year: 20-24

# of participating campuses: 40

Level of study: Junior colleges, undergraduate, and graduate

Countries of origin of students: Afghanistan, Syria, Ukraine

Countries of asylum of students: Iran, Pakistan, Turkey, Poland, etc.

Legal pathway employed: Student visa and humanitarian visa (for Ukrainians)

Unique features:

- → Civil society-led
- → Includes up to 2 years of Japanese language instruction prior to studies
- → Includes academic preparation, social integration, career counseling, network building within local communities, and company networking events to help students build professional networks with local employers and facilitate job hunting
- → Family accompaniment

Impact:

- → 177 individuals admitted
- → 71 students have completed their Japanese language studies or post-secondary education

Habesha Project[70]

Country of implementation: Mexico

Year established: 2014

# of new students welcomed each year: 8-10

# of participating campuses: 26

Level of study: Technical institutions, undergraduate and graduate

Countries of origin of students: Colombia, Nicaragua, Honduras, Somalia, South Sudan, Syria

Asylum countries of students: Ecuador, Costa Rica, Jordan, Kenya, Lebanon, Iraq, Yemen

Legal pathway employed: Student visa and facilitated asylum claim upon arrival

Unique features:

- → Students participate in a one-year academic integration program to learn Spanish, understand Mexican culture and history, and prepare for university
- → Collaboration between post-secondary institutions, USCRI-Mexico (formerly DIME), Mexican government, and UNHCR
- → A student alumni committee provides program guidance and supports decision-making

Impact:

- → 74 students
- → Mexico's Ministry of Foreign Affairs signed an agreement to jointly implement the complementary pathways program in Mexico, which facilitates every aspect of the processes and mobilizes Mexico's consular representations in different countries

Philippines' CPath Programme[71]

Country of implementation: Philippines[72]

Year established: 2022

# of new students currently welcomed each year: 15

# of participating campuses: 6

Level of study: Undergraduate

Countries of origin of students: Myanmar/Burma

Asylum countries of students: Countries in South East Asia

Legal pathway employed: Refugee visa grants right to study, work and indefinite stay

Unique features:

- Steering group includes the Inter-Agency Committee on the CPath Programme of the Philippines, with 10 government departments backing a whole-of-society approach through partnerships with NGOs, civil society, academia and the private sector. UNHCR provides technical support and guidance
- Government facilitates issuance of documents required by students to travel from country of asylum to the Philippines
- First and only Education Pathway in South East Asia as of 2025 that provides Rohingya students access to formal higher education

Nexus 3.0[73]

Country of implementation: Portugal (with plans for future expansion to other countries)

Year established: 2013

# of new students welcomed each year: Up to 20

# of participating campuses: 12

Level of study: Undergraduate and graduate

Countries of origin of students: Afghanistan, Syria, Ukraine

Asylum countries of students: Various

Legal pathway employed: Personal invitation to Portugal upon a selection procedure

Unique features:

- Focused on addressing higher education emergency situations regardless of the student's legal status.
- Based on the pioneering Global Platform for Syrian Students (GPSS) initiative that was launched in Europe in 2013 by the late President Jorge Sampaio of Portugal
- Strong collaboration with the academic community and the private sector

Impact:

- More than 550 scholarships awarded under the GPSS
- Students are supported over their academic journey until they enter the job market and become self-sufficient.
- Students are trained in soft skills and encouraged to be involved in projects that give back to the community
- Development of the HELP Fund Mechanism to provide higher education in emergencies[74]

Refugee Education UK (REUK) - Displaced Student Initiative (DSI)

Country of implementation: United Kingdom

Year established: 2024

# of new students welcomed each year: 1-5

# of participating campuses: 3

Level of study: Undergraduate

Countries of origin of students: South Sudan

Asylum countries of students: Kenya

Legal pathway employed: Student visa

Unique Features:

- Operated by a coalition of NGOs, universities, and local partners in first countries of asylum
- Wrap-around pastoral support from REUK, spanning the scholar's entire journey (from application to graduation)
- The program aims to leverage post-study graduate and employment visas to enable progressive access to a durable solution

Impact:

- 1 student supported in 2024, with 5 additional students planned for 2025
- Advocacy efforts targeting the UK Home Office to obtain concessions for displaced students under the current student visa and establish a bespoke humanitarian student visa with a route to settlement

Welcome Corps on Campus[75]

Country of implementation: United States

Year established: 2023

# of new students welcomed each year: 20-50 (until 2025)

Level of study: Undergraduate

Countries of origin of students: Democratic Republic of Congo, Iraq, Somalia, South Sudan, Syria

Asylum countries of students: Kenya and Jordan

Legal pathway employed: Welcome Corps (community sponsorship of refugees)

Unique features:

- Campaign commitment of President Biden
- Launched by the U.S. Department of State
- Partnership model that includes collaboration between U.S. post-secondary education institutions, civil society organizations, private stakeholders, and the federal government
- Focus on creating a direct pathway from education to permanent residency and citizenship

Impact:

- 106 students welcomed to the USA since 2024 (this initiative was suspended by the US State Department in January 2025)

Mastercard Foundation Scholars Program[76]

Countries of implementation: Burkina Faso, Canada, Costa Rica, France, Ghana, Kenya, Lebanon, Rwanda, Senegal, South Africa, Uganda, UK, USA

Year established: 2012, with refugee targets set in 2019

# of new students welcomed each year: Mastercard Foundation aims to provide 25,000 scholarships to refugees by 2030

# of participating campuses: 20+

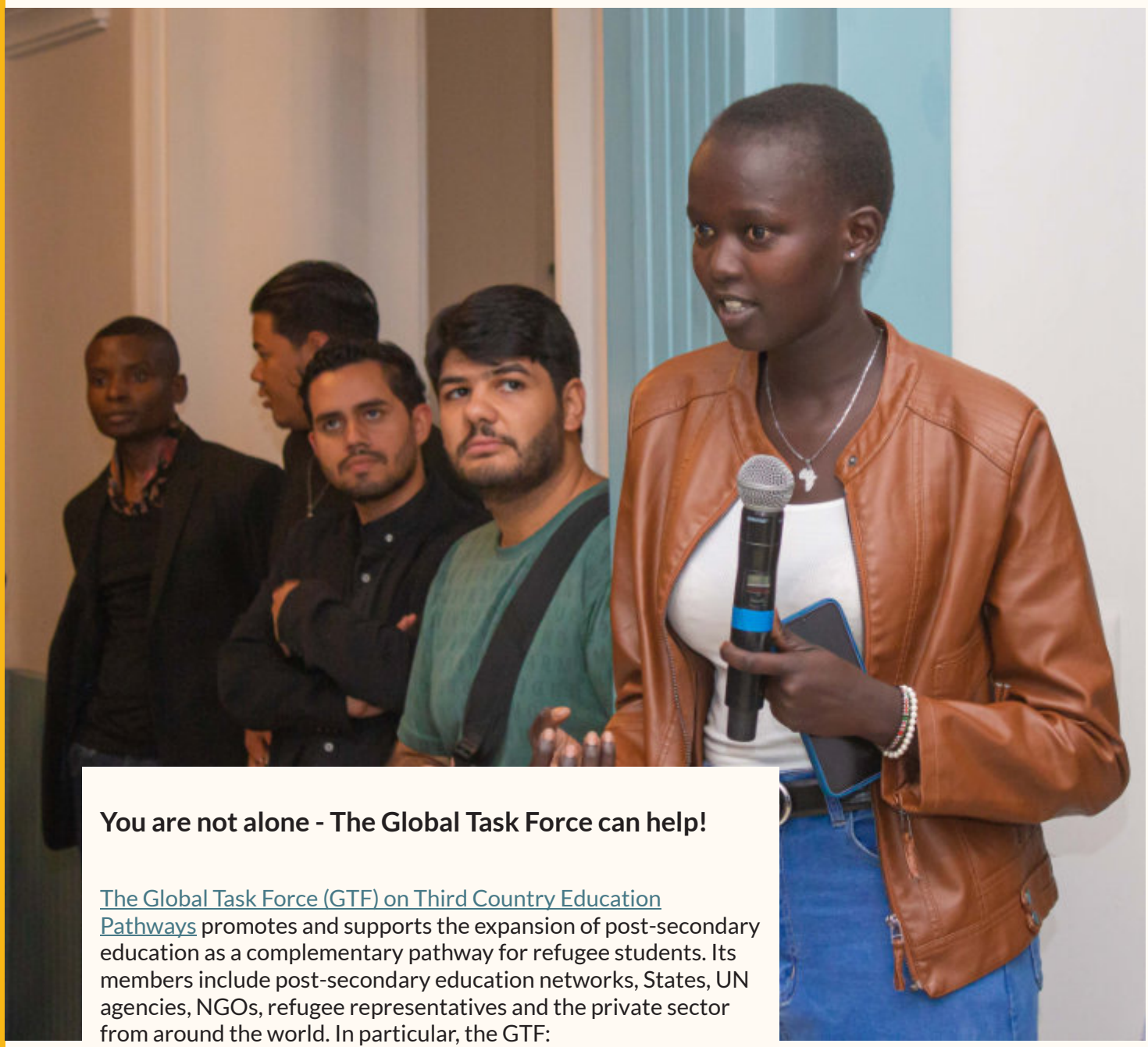
Level of study: Undergraduate and graduate

Countries of origin of students: Conflict affected countries in Sub-Saharan Africa

Asylum countries of students: Any country that hosts refugees in Sub Saharan Africa

Legal pathway employed: Student visa

Unique features: One of the only initiatives on the African continent that facilitates Education Pathways for refugees



You are not alone - The Global Task Force can help!

The Global Task Force (GTF) on Third Country Education Pathways promotes and supports the expansion of post-secondary education as a complementary pathway for refugee students. Its members include post-secondary education networks, States, UN agencies, NGOs, refugee representatives and the private sector from around the world. In particular, the GTF:

- → Coordinates a Global Community of Practice (CoP) on Education Pathways to share best practices and lessons learned and to facilitate collaboration.
- → Convenes relevant stakeholders to advocate for an increase in Education Pathways globally.
- → Supports the development of pilot programs and sustainable funding models.
- → Develops tools and resources to support the design, implementation, and expansion of Education Pathways.
- → Promotes minimum standards for the design of Education Pathways

You can request technical advice or support from the GTF here: https://edpathways.org/advice

GLOBAL TASK FORCE ON THIRD COUNTRY EDUCATION PATHWAYS

Additional Resources

- Minimum Standards on Complementary Education Pathways for Refugees
- Financing Complementary Education Pathways for Refugees: Existing Approaches and Opportunities for Growth
- Building Educational Pathways for Refugees: Mapping a Canadian peer-to-peer support model
- Safe Sanctuary: Belonging at the University of Galway

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Notes

1 See link.

2 See link.

3 See link.

4 See link.

5 See link, page 5.

6 See link.

7 See link.

8 See link.

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43 WUSC SRP Impact Study 2018: WUSC Local committees mobilizing a generation of global thinkers and development changemakers.

44 See link.

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46 See link.

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50 See link, page 23.

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53 Carolyn McKee, Lee-Ann Lavell, Michelle Manks & Ashley Korn, "Fostering Better Integration Through Youth-Led Refugee Sponsorship" 35(2), (2019), Refuge 74 at 80, see link.

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59 See link.

60 See link.

61 See link, link and link.

62 See link.

63 See link.

64 See link.

65 See link and link, page 29

66 See link.

67 See link.

68 See link.

69 See link and link at 3.

70 See link.

71 See link.

72 See link.

73 See link and link.

74 See link.

75 See link.

76 See link.

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Page 2: Angelo Jacinto, IOM 2008

Page 4: Clock Tower, University of Galway

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Page 22: Syrian refugee brothers, Mohammed (wearing sunglasses) and Lutfi Al-Shaabin, visit Brixton Market in London / Andrew McConnell, UNHCR

Page 24: Sebastine Akom Abang Ncha, student at University of Galway, Ireland, with university staff and representatives of Nasc, UNHCR and Aerogen / Aengus McMahon 2024

Page 25: In September 2023, three refugee students from Syria and South Sudan arrived in Belgium to pursue postgraduate studies at KU Leuven. They were welcomed at Brussels airport by community sponsors and staff of Fedasil, Caritas International Belgium and UNHCR / Frederik Bordon, UNHCR

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Page 31: Bernice Kula-Kula, a refugee from DRC and a Master's student of the University of Cagliari, talks to professor Giorgio Giacinto, course leader of the MS Computer Engineering, Cybersecurity and Artificial Intelligence at the end of class / Agnese Morganti, UNHCR 2023

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